Appendix. Summary table of the extracted data

Study ID	First author/year	Design	Method	Sample	Country of origin of the subjects	Subjects' study field	Key findings
1.	Son (2014)	Qualitative design	Background information questionnaire, group discussion, and semi-structured in-depth individual interviews	Seven students (six male and one female) Ph.D.IS	Iraq, Libya, Indonesia, China	Science Business Engineering	• Had difficulty speaking English with the teacher, particularly when trying to express needs. • Many Australian students did not want group work with Middle Eastern students and were reluctant to mix with IS. • Australian supervisors were seen to be friendly, encouraging, and supportive. • Factors affecting their study in Australia: Motivation to study, English language proficiency, Relationship with supervisors, Critical thinking, and Family matters.
2	Arkoudis (2019)	Mixed method design	Online questionnaire, followed by focus group interviews	Purposive sample 363 IS 30 for interviews	China Malaysia Indonesia Singapore	Engineering and Business faculties	• International students were critical of their teachers, whom they perceived to be underprepared or lacked teaching experience. • Students experienced lack of social interactions with their peers in class. • Cultural differences, fear of rejection, and discrimination as the main barriers to social cohesion. • International students who relied on financial support from family members, friends, or partners reported financial burden as a challenge.
3.	Yates (2013)	Qualitative design	Semi-structured interviews	Purposive sampling 10 IS	Korea China Iran	Business IT Economics Psychology Civil aviation	• Students were disillusioned by difficulties experienced in making meaningful contact with Australians. • Outside the class, they also found little opportunity to speak English with native speakers as their peers are from the same cultural and language background. • To practice English and integrate into the community, recommendations to IS included: get a part-time job, live with locals, and engage in sports and clubs.
4.	Chan (2013)	Quantitative design	Cross-sectional survey	A convenience sampling	China	Accounting Business	• International students studying management and commerce spent more time preparing for classes and

				60 IS			completed assignments when compared to domestic students due to language barriers.
5.	Le (2018)	Qualitative exploratory design	Focus groups and interviews	Purposive sample 57 IS	Chinese and Vietnamese	Not mentioned	• International students indicated that they did not receive sufficient support from academic staff. • Language difficulties were common challenges affecting Vietnamese and Chinese students in this study. • Language challenges impact learning, teacher interaction, and assessment. • IS adopted the proactive approach to communicate and connect with domestic students by starting the conversation.
6.	Wong (2015)	Qualitative design	Focus group	Purposive sample 26 IS	China	Accounting	• International students experienced a lack of enthusiasm or seemingly inappropriate attitude from the teachers. • Students viewed most teachers as lacking passion and enthusiasm, with a few disinterested in their teaching. • Students believed that teachers in Australia were not keen to assist them outside of the scheduled teaching time. Students regarded their teachers in China as more approachable and committed. • Even though the teaching staff in Australia generally made themselves available to students during scheduled consultation times, students found such protocol most inconvenient and overly formal.
7.	Thamrin (2019)	Quantitative design	Survey	Convenient sample 466 IS	Not mentioned	Engineering, Computer, and Mathematics, Health Sciences, Humanities and Social Sciences, Sciences	• Students' employment has potentially harmful ramifications on students, including tiredness, stress, and an increased likelihood of withdrawal from their study programs • A perception that their wages were unfair, which might lead them to work at more than one job to provide a sufficient income.
8.	Jackson (2017)	Mixed method design	Survey and focus groups	Purposive and convenient sampling	Asia Africa North America	Business Engineering IT	• Benefits of work placement included: enhancing technical knowledge and expertise, ability to apply theoretical learning in a practical environment, developing both written and verbal communication

				56 IS 97 employer respondents	South America		skills, and enhancing confidence and broadening professional networks. • Students felt the placement experience had enhanced their employment prospects and provided them with an invaluable opportunity for gaining relevant work experience beyond that of part-time employment. Many believed it had improved their non-technical skills such as time management, self-management, and team-work. • Students commented on the challenge of balancing their paid work, study, and placement commitments.
9.	Haugh (2015)	Qualitative design	Focus group and interview	Purposive sampling 29 IS	Brazil, Chile, China, India, Iran, Japan, Korea, Russia, Taiwan, and Thailand	Not mentioned	• International students lack confidence in speaking English in all spheres of interaction, ranging from in-class interactions with lecturers, tutors, and other local students to interactions with local students and administrative staff outside of classes, as well as in interactions with members of the broader community in which they live. • Language barriers lead to a lack of confidence and emotional stress, and frustration in various spheres of interaction. • Students reported negative experiences in relating with local students, as well as with academic and administrative staff. These included interactions where IS reported feeling they were the target of contempt, discrimination, or disrespect from academic staff, local students, and administrative staff.
10.	Pekerti (2020)	Mixed-methods design	Semi-structured interviews and cross-sectional survey	Stratification sampling 65 IS	China; Indonesia; Malaysia; Western Europe; Vietnam; Hong Kong; Singapore; South	Business	• International students with higher intercultural resources are more open to acculturation to Australia, thus better adapting to Australia and having better wellbeing than IS with lower intercultural resources. • International students with a stronger acculturation orientation toward their heritage culture are likely to have more difficulty adapting to the host culture than students with a weaker acculturation orientation towards their heritage culture. IS with a stronger acculturation

					America; India; Japan; America and the United Kingdom, Middle East; Russian Federation; Pacific Island and Taiwan		orientation toward the host culture will have less difficulty adapting to the host culture than students with a weaker acculturation orientation towards the host culture.
11.	Edgecombe (2013)	Literature review	36 selected articles	Literature review	Not mentioned	Nursing students	• Socialisation is known to be more difficult for international nursing students who experience isolation, loneliness, discrimination, communication, and cultural adjustment problems. • Many students' aspirations are unmet, particularly in becoming accepted and valued members of social communities.
12.	Tran (2015)	Qualitative design	Face-to-face interview	Purposive sampling 105 IS	Asia China Korea India Japan Vietnam Malaysia South America	Vet courses Hairdressers Food and hospitality Finance Business Building and carpentry IT	• International students desire opportunities to be exposed to locals (students, staff, and people in the community) and learn and appreciate different cultures and languages. • IS see mixed classes and placements in workplaces with local people as opportunities to be exposed to sociocultural nuances and unfamiliar contexts that help them to develop intercultural competencies. • Students experience segregated classrooms, which make them feel that they are different, singled out, and excluded and prevent them from actively contributing to their college community.
13.	Macionis (2019)	Qualitative design	Focused group interviews	Purposive sampling 28 IS	Singapore Chinese, Malay, and Indian	Not mentioned	• A perceived 'unapproachable' disposition of some Australians contributed to feelings of loneliness. Some students attempted to make friends with Australians but were met with unfriendliness.

							• Students reported being laughed at in classes or to overt annoyance expressed by native Australian students at the standard of their English presentation. • Students who could stay in Australia for longer exhibited signs of cultural integration. In contrast, students who have been in Australia for a shorter period appeared to be in cultural shock.
14.	Phakiti (2013)	Quantitative design	Cross-sectional Survey	Convenient sampling 341 IS	China Hong Kong Korea Saudi Arabia Taiwan Indonesia	Foundation Studies program, which prepared them for undergraduate entry at an Australian university.	• Motivation, self-regulation, self-efficacy, and English language proficiency are vital factors explaining individual differences between IS and their academic performance.
15.	McCrohon (2018)	Qualitative design	Semi-structured Interview	8 IS	China	Accounting Marketing	• Students indicated that the prospect of obtaining employment or permanent residency was a driving factor for their parents sending them abroad. Several students said their parents enrolled them at Australian institutions because the education and employment environment were less competitive than in their home country, where employment is highly competitive. • Improving their English language capability through exposure to local culture was a factor for parents when sending children abroad.
16.	Bianchi (2013)	Qualitative design	Critical incident technique (CIT)	Purposeful sampling 34 IS	Brazil, Canada, Chile, China, Colombia, Denmark, France, Germany, India, Indonesia, Mexico,	Business	• Language barriers or difficulties in speaking the local language impact the capacity of IS to communicate with their teachers, tutors, and classmates, as well as the international student's capacity to understand instructions or concepts during class sessions. • High quality installations and attractive campuses refer to the international student's perceptions regarding the buildings and classrooms, well-equipped libraries, high-

					Norway, Paraguay, Saudi Arabia, Sweden, Taiwan, and Thailand		• tech computer labs, gym, and attractive campus with shops. • Academic staff who are unprepared in class or show limited knowledge regarding the subject they are teaching are also found as a source of dissatisfaction among IS. Courses with confusing outlines, low quality material, or inappropriate evaluations arise as sources of dissatisfaction. • Unsupportive and unapproachable staff members, who fail to reply to emails or do not answer questions are an essential source of dissatisfaction. • International students value the possibility of feeling part of the local culture highly. This includes having local friends, being invited to Australian parties, and working in Australian companies. • Perceived discrimination, or non-acceptance by local/international people, is linked to instances where IS have not been accepted or invited by Australians or other IS. IS living in a new country sometimes feel lonely and homesick because they miss their family and friends from their home country.
17.	Steinmetz (2012)	Qualitative design	Focus groups Interviews	Purposive sampling 19 IS	Not mentioned	Not mentioned	• Language limitation is discussed as a roadblock to achieving expectations of engaging in their study and working in academic roles.
18.	Mitchell (2017)	Qualitative design	Semi-structured interviews	Purposive and theoretically saturated sampling 17 IS	Not mentioned	Nursing	• Due to the language barrier, international students identified that it took them longer to study than domestic students and that stress negatively influenced communication, particularly in the clinical setting. • Clinical placement presented the opportunity to speak English and raised the risk of being identified as lacking language proficiency or clinically unsafe. • Clinical placements, within the context of university studies, provide an opportunity to practice English but highlighted the need to be proficient in English.

							• Keeping a distance from peers was associated with a desire to 'save face' or resulted from not feeling comfortable speaking in public and was a strategy to prevent embarrassment. • Discrimination arose from participants' stories of experiencing discrimination in the classroom, during clinical placement, and when trying to find work in the community.
19.	Alsulami (2018)	Qualitative design	Focus group Interviews	Purposive sampling 6 IS	Saudi Arabia	Business, Information Technology, Emergency care, Nursing and Educational Technology	• Cultural challenges, including culture shock and cultural differences were reported by students. • Personal challenges such as financial aid, isolation/loneliness, and friendships within the local community
20.	Wearring (2015)	Qualitative design	In-depth interviews	Purposive sampling 10 IS	Vietnam	Finance Business Economic	• Language barrier negatively impact student class participation, marks, and learning outcomes. • Students were often unable to reach lecturers outside set consultation hours. • Students valued opportunities to interact in English and to mix with international students from various backgrounds.
21.	Harvey (2018)	Qualitative design	Semi-structured depth Interviews	Purposive sampling 10 IS	India Indonesia Vietnam Philippine China Bruni Taiwan	Nursing	• International students live with emotional turmoil due to leaving family behind in their home country. • Living with uncertainty about making the right decision to study abroad, feeling guilty for leaving the family to study, and trying to cope with anxiety and the presence of negative thoughts that impacted their ability to study was an ongoing struggle.
22.	Freeman (2022)	Qualitative design	Interview	Purposive sampling 6 students	Vietnam Japan Brazilia China	Business Management pharmacy	• Students described feeling isolated in class, scared and afraid when communicating with other students, and insecure about their intercultural competence. • Lack of opportunities for meaningful engagement and interactions in class was reported by students.

							• The participants blamed their English unproficiency for non-existent or awkward classroom interactions with domestic students.
23.	Brownlow (2023)	Literature review	Systematic literature review	68 papers	Not mentioned	Not mentioned	• Supervisory relationships are important to supporting successful progression through higher degree studies. • International students experienced unique challenges such as a need for positive engagement in communities to overcome cultural barriers. • IS reported the importance of balancing life contexts and health and well-being of higher degree students. • IS experienced administrative challenges related to the development of skills such as writing